

**Arizona State Board of Education
Information Packet
Arizona LEARNS 2003**

On April 28, 2003, the Arizona State Board of Education (Board) must adopt modifications made to the Achievement Profile methodology. This methodology will be applied to Arizona public schools, including charter schools, in order to determine school classifications by October 15, 2003 as required in A.R.S. §15-241 (Arizona LEARNS).

The purpose of this document is to inform the Board of all necessary decisions required to adopt the modifications made to the Achievement Profile. This document includes an overview of the general process to produce the Achievement Profiles, a summary of the actions before the Board, specific numeric values associated with those actions, and the administrative policies necessary to implement the Achievement Profiles.

As mandated by A.R.S. §15-241, the Achievement Profile was developed according to a research-based methodology by the Arizona Department of Education (ADE) and members of the education community. All modifications to the Achievement Profile follow this principle. Upon adoption by the Board, the ADE will produce a technical report detailing the Achievement Profile methodology, including specific formulas and supporting documentation.

I. GENERAL PROCESS TO PRODUCE THE ACHIEVEMENT PROFILES

According to A.R.S. §15-241, the Achievement Profile is utilized to determine a public school classification. The general process to calculate the Achievement Profile for each school is as follows:

- A. Identify the Baseline Group for each subject/grade combination (***Baseline Grouping***) and establish associated scale values.
- B. Calculate total Growth Points for each subject/grade combination (***Growth Point Grouping***) and establish associated scale values.
- C. Complete a determination of Adequate Yearly Progress (AYP) as mandated by the No Child Left Behind Act of 2001 for each public school and establish associated scale values.
- D. Add all additional (non-AYP) indicators and establish associated scale values [**secondary schools only**].
- E. ***Option 1:***
Calculate a **Total Scale Score Value** by adding the Baseline Group scale values for each grade/subject combination to the Growth Point Group scale values for each subject grade combination (giving a 70% weight to the school's strongest scale value and 30% weight to the other scale value) *plus* the AYP scale value *plus* the additional (non-AYP) indicator scale value. [**Please note that the additional (non-AYP) indicator scale value is applied only to secondary schools.**]

Option 2:

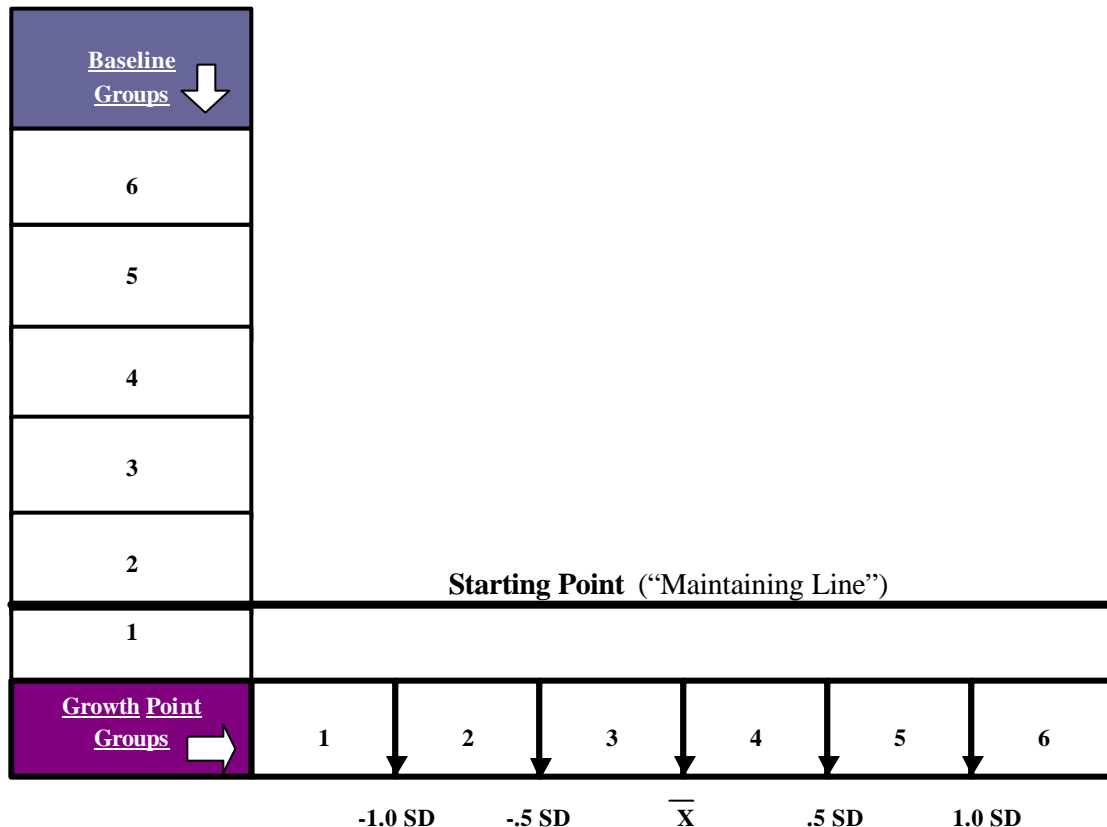
Calculate a Total Scale Score Value by adding the Baseline Group scale values for each subject/grade combination *or* the Growth Point Group scale values for each subject/grade combination (whichever yields the greatest value) to the AYP scale value *plus* the additional (non-AYP) indicator scale value. **[Please note that the additional (non-AYP) indicator scale value is applied only to secondary schools.]**

- F. Evaluate the sum of all scale values (**Total Scale Score Value**) in relation to the school classification scale and associated cut points to determine final secondary school classifications and preliminary elementary school classifications.
- G. **[For elementary school classifications only]** Add “additional evidence” score value (MAP/EWS scores) to **Total Scale Score Value** (post calculation of preliminary school classification) to produce final elementary school classifications.

A. **Identifying Baseline Groups**

There are six (6) baseline groups created by created by five (5) different separation points (please refer to Table A). The percentage of students in the Meets or Exceeds (M/E) performance level on AIMS [% proficient] used to determine each Baseline Group will be established during Spring 2003 and brought to the Board for final approval in June 2003. The ADE will utilize these six (6) baseline groups to establish a **six** (6) – **one** (1) scale [six being the highest value and one being the lowest value]. A **zero** (0) value will be given for missing data.

Table A:



Additionally, the ADE will apply a two (2)-year average of 2000 and 2001 AIMS data in order to determine Baseline groups.

BOARD ACTION:

A.1. The Board must adopt a two (2)-year average of 2000-2001 AIMS data in order to determine Baseline Groups.

A.2. The Board must adopt the **six (6) – one (1)** Baseline Group scale as illustrated in Attachment One and Attachment Two.

B. Calculating Growth Points

Total Growth Points for each school and subject/grade combination are calculated by adding the following figures:

1. **Elementary Schools [K-8; or any combination of those grades]**
(Reading, Writing, and Mathematic)
 - a. The difference between the average percentage of students in the Falls Far Bellow (FFB) performance level on AIMS averaged over the 2001-2003 academic years and the percentage of students in the FFB performance level over a two (2)-year average of 2000 and 2001 AIMS.
 - b. The difference between the average percentage of students in the Meets or Exceeds (M/E) performance levels on AIMS averaged over the 2001-2003 academic years and the percentage of students in the M/E performance level over a two (2)-year average of 2000 and 2001 AIMS.
 - c. Total growth points are calculated by adding (a) and (b).
2. **Secondary Schools [Grades 9-12]**
 - a. The difference between the average percentage of students in the Falls Far Below (FFB) performance level on AIMS averaged over the 2001-2003 academic years and the percentage of students in the FFB performance level over a two (2)-year average of 2000 and 2001 AIMS.
 - b. The difference between the average percentage in the Meets or Exceeds (M/E) performance levels on AIMS averaged over the 2001-2003 academic years and the percentage of students in the M/E performance level over a two (2)-year average of 2000 and 2001 AIMS.
 - c. Total growth points are calculated by adding (a) and (b).

There are six (6) Growth Point Groups created by five (5) different separation points (please see Table A on page 2). The ADE will utilize these six (6) Growth Point groups to establish a **six (6) – one (1)** scale [six (6) being the highest value and one (1) being the lowest value]. A **zero (0)** value will be given for missing data.

BOARD ACTION:

B.1. The Board must adopt the **six (6) – one (1)** Growth Point Scale illustrated in Attachment One and Attachment Two.

C. Adequate Yearly Progress (AYP)

In accordance with the No Child Left Behind Act of 2001 (NCLB), the ADE will complete an Adequate Yearly Progress (AYP) determination for each public elementary and secondary school as defined by Section 1111 of Title I (NCLB). This determination simply identifies those schools that have made the federal definition of AYP and those schools that have not made AYP. The ADE will integrate the AYP determination into our accountability system by including it as a component of the Achievement Profile. As such, a scale value must be established for the AYP determination. The ADE will apply a **one (1) – zero (0)** scale value for the AYP determination. One (1) [given to schools that made AYP] represents the highest value, while zero (0) (given to schools that did not make AYP) represents the lowest value.

BOARD ACTION:

C.1. The Board must adopt the **one (1) – zero (0)** AYP scale illustrated in Attachment One and Attachment Two.

D. Add All Additional (non-AYP) Indicators (Secondary Schools Only)

The Achievement Profile for secondary schools includes the Graduation Rate and the Annual Dropout Rate (please refer to Table B on page 4, which summarizes the Graduation and Dropout Rate targets).

Table B: Baseline and Targets for Annual Graduation and Dropout Rates
(Secondary School Achievement Profile)

Baseline*	Target**	Baseline*	Target**
Dropout Rate		Graduation Rate	
6-9 %	1% Decrease	74-90%	1% Increase
> 9%	2% Decrease	< 74%	2% Increase

* The baseline is the 2000 academic year.

** The Annual Dropout Rate targets are the difference between the baseline year and the three (3) -year average for the 2001-2003 academic years. The Graduation Rate targets are the difference between the baseline year and the three (3) year average for the years 2000-2002.

The scale values for the Annual Graduation Rate and Dropout Rate indicators will be distributed based on the following table (please refer to Table C on page 5):

Table C:

School met the target in:		Scale Value
Graduation	Dropout	
Yes	Yes	2
Yes	No	1
No	Yes	1
No	No	0

BOARD ACTION:

D.1. The Board must adopt the **two (2) – zero (0)** scale for the Additional (non-AYP) Indicator scale illustrated in Attachment Two.

E. Calculating a Total Scale Score Value

In calculating a Total Scale Score Value, the ADE presents two possible options to the Board.

Option 1: In order to calculate a school's **Total Scale Score Value** the ADE will add the Baseline Group scale values for each subject/grade combination to the Growth Point Group scale values for each subject/grade combination. The ADE will apply a 70% weight to the school's strongest scale value (**Baseline Group or Growth Point Group**) and a 30% weight to the other scale value. This will result in an adjusted value. These values (for each subject/grade combination) are then added to the AYP scale score value.

After the Baseline and Growth Point scale values for each subject/grade combination have been adjusted and added to the AYP scale value, the ADE will add the additional (non-AYP) indicator scale value. **[Please note that the additional (non-AYP) indicator scale value is applied to only secondary schools.]**

Option 2: In order to calculate a school's Total Scale Score Value the ADE will add the Baseline Group scale values for each subject/grade combination **or** the Growth point Group scale value for each subject/grade combination (which ever yields the greatest value) to the AYP scale value *plus* the additional (non-AYP) indicator scale value. [As indicated above, the additional indicator scale is applied only to secondary schools].

Due to the fact that **Option 1** maintains systemic focus on student growth and increased academic achievement while allowing added emphasis to be placed on a school's particular strength, the ADE recommends this option to the Board.

BOARD ACTION:

- E.1.(a) The Board must adopt the calculation of the Total Scale Score Value (*Option 1*) as illustrated in Attachment One and Attachment Two.

Or

- E.1.(b) The Board must adopt the calculation of the Total Scale Score Value (*Option 2*) as illustrated in Attachment Three and Attachment Four.

F. Evaluate the Total Scale Score Value to Determine a School Classification

At this time, the ADE is working in conjunction with school and community leaders to establish cut points associated with the school classification scale. The location of a school's Total Scale Score Value when placed on the school classification scale (depending on forthcoming cut points) will determine the classification of the school.

BOARD ACTION:

- F.1. The Board must adopt the calculation illustrated in Attachment One and Attachment Two. Please note that cut scores associated with the school classification scale will be established during Spring 2003 and brought to the Board for final approval in June 2003.

G. Add Additional Evidence to Produce Final Elementary School Classifications

The ADE will award points for additional evidence of student growth and increased academic achievement. These "additional evidence" points will be added to the Total Scale Score Value (applied only to elementary schools). The distribution of additional points will be based on the average percentage of students making One Year's Growth (OYG) according to the Measure of Academic Progress (MAP) over the 2001-2003 academic years and the average percentage of students with an extended writing trait score (EWS) of 24 or higher on AIMS over the 2001-2003 academic years. MAP will be calculated for each subject (reading and mathematics) as a whole school measure, while EWS will be calculated for each elementary grade assessed with AIMS (grades 3, 5, and 8).

BOARD ACTION:

- G.1. The Board must adopt the application of added evidence as illustrated in Attachment One. Please note that cut scores associated with the school classification scale will be established during Spring 2003 and brought to the Board for final approval in June 2003.

II. MODIFICATIONS MADE TO ACHIEVEMENT PROFILE FORMULA

A. Mobility

The ADE will not include students that have not been enrolled at a particular school for a full academic year in the Achievement Profile analysis for that school.

BOARD ACTION

- 1.) The Board must adopt the exclusion of mobile students (as defined above) from the Achievement Profile analysis.

B. “N” Count

The ADE will utilize an “N” count [minimum population size] of thirty (30) for the Achievement Profile analysis.

BOARD ACTION:

- 1.) The Board must adopt an “N” count of thirty (30) students for the Achievement Profile analysis.

C. Compensatory model

The ADE will utilize the previously adopted compensatory methodology for calculating the modified Achievement Profile.

BOARD ACTION:

- 1.) The Board must adopt the use of the previously approved compensatory methodology for the calculation of the modified Achievement Profile.

III. DISCUSSION ITEM

**Inclusion of special needs students into the accountability system for AYP purposes.
Introduction of draft policy regarding the testing of Special needs students detailing the use of standard and non-standard accommodations during the administration of AIMS.**